

**Texas Education Agency
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Planning**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	February 23, 2018, to June 15, 2019	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	<small>Place date stamp here:</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 JAN - 8 PM 2: 56</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div>
Contact information:	Heidi Flynn: PTECH@tea.texas.gov ; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Fruitvale ISD	234909	Fruitvale High School/234909001	
Vendor ID #	ESC Region #		
	7		
Mailing address		City	State ZIP Code
PO Box 77		Fruitvale	TX 75127
Primary Contact			
First name	M.I.	Last name	Title
Dr. Michelle		Cline	Director of Curriculum
Telephone #	Email address		FAX #
903-896-4363	clinem@fruitvaleisd.com		903-896-4216
Secondary Contact			
First name	M.I.	Last name	Title
Susan		McCann	Business Manager
Telephone #	Email address		FAX #
903-896-1191	mccanns@fruitvaleisd.com		903-896-1011

Part 2: Certification and Incorporation

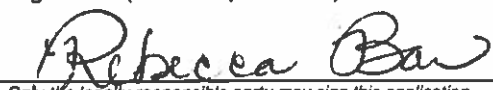
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Rebecca		Bain	Superintendent
Telephone #		Email address	FAX #
903-896-1191		bainr@fruitvaleisd.com	903-896-1011

Signature (blue ink preferred)

Date signed



12/21/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4 – Request for Amendment

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4 – Request for Amendment (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 234909	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
Indicate which grant you are applying for:	
<input type="checkbox"/> P-TECH <input checked="" type="checkbox"/> ICIA <input type="checkbox"/> Both	

Opening Statements/Rationale: Due to the rural location of Fruitvale ISD and with no Career and Technical Education Programs of Study (POS) in the Aerospace and Defense industry cluster, the district will apply for the Industry Cluster Innovative Academy Grant under ICIA. Through a Memorandum of Understanding (MOU) with Trinity Valley Community College, business partners Pitsco and FIRST in Texas, as well as, acquisition of grant funds, the district will be able to develop a new career cluster program within the Aerospace and Defense field—mechanical engineering; thus, providing students with both quality academic instruction as well as, work-based experience to assist them in becoming workforce ready as soon as they graduate high school or college ready to pursue their Associate's and/or Bachelor's degree. The district chose the aerospace and defense cluster because: 1) results of student interest survey; 2) aligns to Governor's Industry Cluster; 3) includes the mechanical engineering pathway, which is a high-demand occupation according to TWC (Texas Workforce Commission) (www.twc.state.tx.us)

Demographics of Fruitvale ISD and relationship to defined goals and purposes of the grant. Fruitvale ISD has a student population in which over 3/4 would be first generation in their family to receive a post-secondary certificate and/or degree. 100% of our students receive free/reduced school lunch due to our community eligibility program, 62% are at risk, 47% are classified as special education, 3% are ELL, and we have a homeless population of 18%. Our county of VanZandt has a poverty rate of 15.9%, meaning almost 1 out of every 5 live in poverty. We recognize the research done by Ruby Payne for breaking the cycle of poverty through the additive model. According to Payne (2013) an individual must have 3 out of the following 9 resources to exit poverty: financial, emotional, mental, spiritual, physical, support systems, relationships/role models, knowledge of hidden rules, and formal register. Students in the aerospace and defense cluster program would be provided the financial, emotional, mental, support systems, role models, formal register taught and provided daily. This program would be offered to ALL Fruitvale high school students and provide them the positive, strength-based supports they need to break out of poverty and enter the mechanical engineering workforce, with a salary ranging between \$62,000-\$103,000. (www.texascareercheck.com)

The district's designed program was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating grant requirements into the program such as to: submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the district, and business/industry partners; develop and implement industry experiences for students; and align the new CTE curriculum with marketable skills in the identified high-demand occupations as stated in TEA guidelines. Furthermore, the district plans to evaluate student outcomes by reviewing student transcripts before and after the grant funding period to ensure the students are receiving more college credit hours and industry certifications/licenses, as well as, reviewing TAPR (Texas Academic Performance Reports) to ensure more students are graduating college and career ready. In addition, the district will develop a college and career skills rubric in which students rate themselves as mastery of skill along with measuring skills through a research-based program, ClearPath, for fidelity. ClearPath measures indicators such as valuing education, connectedness, stress, and health/well being. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

Designing of needs assessment process, determines its efficacy, determining when and how process needs to be updated or changed: In order to understand the campus' current achievement, Fruitvale ISD used state and campus data from the TAPR (Texas Academic Performance Report) to analyze the needs of the high school campus. After extensive research, Fruitvale ISD determined that Fruitvale High School, when in comparison to the state's averages, falls below average in college ready graduates and those graduating with certification. In addition, the district also included statistical data in current achievement which included attendance rates, college ready graduates, graduates enrolled in TX IHE (Texas Institution of Higher Education), and local workforce data. The district met

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

with key stakeholders to review the needs assessment and determine how to prioritize the campus' needs based on gaps, barriers, and weaknesses. The top 5 needs were identified, along with objectives and milestones aligned to these needs for evaluation purposes. Processes to determine updates or changes will be determined through: frequent surveys and questionnaires given to all stakeholders, student and family surveys/questionnaires, monitoring of data entry and security procedures in order to ensure the program remains in compliance, reviewing TAPR reports to ensure students are graduating with additional post-secondary education and career readiness, talking with grant program teachers to determine the quality of professional development being provided, and reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

Management plan/ensuring the program receives consistent, high-quality management: Teachers, as well as, students will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and how effective the industry partners' trainings are. Moreover, the industry partners will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis to determine whether the trainings are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally the district will review student achievement results and attendance data as well as, test results, report cards, graded class work, and TAPR reports to determine an increase in student academics. Data collected will allow the district, industry partners, and partnering college the ability to determine whether the high-demand occupational development trainings are positively impacting the students and teachers. FISD has experienced staff to manage this grant, including the project director with 11 years successful experience, business manager with 29 years experience, and a superintendent who has 9 years experience in grant management.

Methods by which we will evaluate the program, including means used to measure progress in defined program areas: The district will collect data that includes both program-level data as well as, student-level academic data. The data will include performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Fruitvale ISD will use the following methods to measure and evaluate the program, including qualitative data: student surveys, professional development feedback, classroom/industry observations, review of course materials and quantitative data: evaluation of students' learning as demonstrated through report cards, class work, benchmarks, average number of college credit hours earned by students, number of workforce-ready students, and number earning certifications.

Application completely and accurately answers all TEA requirements: The district ensures that the application completely and accurately answers all TEA requirements as stated in the PTECH/ICIA grant application.

Budget development: The requested amount of \$50,000 for the ICIA program is reasonable, cost-effective, and adequate to support the program. The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently the district only offers: agriculture, STEM, and video game design; therefore, offering the new mechanical engineering technology pathway that meets the Governor's industry initiative in the Aerospace and Defense field will not supplant any current activities. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district considered expenses that are reasonable and necessary to fulfill the proposed program. Lastly, the district examined other programs and resources that will maximize the cost-effectiveness of the program. For example:

- Partnering with local industries will help cut travel expenses dramatically
- Close relationship with the ESC 7 CTE department will provide support for this grant at no cost
- Contracts with Region VII ESC will provide CTE professional development at no cost
- The teacher facilitators chosen to lead and teach these courses are familiar with numerous open-source software and other curriculum that is low to no cost. They are gurus in the field of aerospace and defense advanced technologies.
- The district will cover all costs related to facilities management, these will not need to be budgeted in the grant

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 234909	Amendment # (for amendments only):
Program authority: GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.258 (ICIA)	
Grant period: February 23, 2018, to June 15, 2020	Fund code: 429 (State), 289 (Federal)

Schedule #		Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
				Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7		Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #8		Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #9		Supplies and Materials (6300)	6300	\$18000	\$0	\$18000	\$25000	\$0	\$25000
Schedule #10		Other Operating Costs (6400)	6400	\$7000	\$0	\$7000	\$0	\$0	\$0
Schedule #11		Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:				\$25000	\$0	\$25000	\$25000	\$0	\$25000
Percentage% indirect costs (see note):				N/A	\$	\$0	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):				\$	\$	\$25000	\$	\$	\$25000

Administrative Cost Calculation

Enter the total grant amount requested:	\$25000
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$2500
	× .10
	\$2500

OTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Direct costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting direct costs.

selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID: 234909			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) -Federal Funds

County-district number or vendor ID: 234909		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
Program Management and Administration			
1 Project director			\$
2 Project coordinator			\$
3 Support Staff directly working on the program			\$
Other Employee Positions			
4 Title			\$
5 Title			\$
6 Title			\$
7	Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 234909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)—State Funds		
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$18000
Grand total:		\$18000

Schedule #9—Supplies and Materials (6300)—Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$25000
Grand total:		\$25000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)—State Funds		
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$7000
Grand total:		\$7000

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (8600) – State Funds				
County-District Number or Vendor ID: 234909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay-(6600)—Federal Funds				
County-District Number or Vendor ID: 234909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD considered needs based on the following data collection systems:

- ^Texas Academic Performance Report (TAPR)
- ^Fruitvale ISD CTE Career Pathways
- ^District technology inventories: 1) hardware 2) software
- ^Community Fact Finder, 2016
- ^Homeless data, THEO (Texas Homeless Education Office)
- ^CTE Student Interest Survey, 2017
- ^Texas Workforce Commission High Demand Occupations

COMMUNITY NEEDS ASSESSMENT (2016 American Fact Finder)

Need	Community	State
Unemployment Rate	7.5%	6.4%
Median earnings for workers	\$26,964	\$54,727
In Labor Force	46.6%	64.2%
Below Poverty Rate	31.3%	16.7%

	CTE Coherent Sequence	% students graduating w/ certification	Class of 2016 avg. ACT Scores	Students identified as homeless	Students identified as at-risk	% Graduates Enrolled in Tx IHE	% College Ready Graduates
Campus	15-16—100% 14-15—90.5%	2017-0% 2016-20%	ELA-19.5 Math-20.5 Science-20.4	18%	61.7%	47.6%	20.0%
State (if available)	15-16—47.8% 14-15—46.6%		ELA-19.8 Math-20.5 Science-20.5	10%	50.3%	56.1%	56.4%

Identification of Needs—The above data shows students' ACT scores at Fruitvale closely compete with students across the state despite the district having a much higher at-risk percentage. FHS students are persistent with their CTE coherence, showing their desire to pursue postsecondary readiness. Fruitvale students have large obstacles to face, such as higher than average poverty and homeless rates. We also have a lower number of students enrolled in Higher Education. **We selected Fruitvale High School** as our campus because our students there want to enter the aerospace and defense cluster—our recent student survey ranked engineering as one of their top interests. It is with deepest concern, Fruitvale does not offer any pathways related to aerospace or defense. According to Texas Career Check and the Texas Workforce Commission, mechanical engineering technology is ranked as a top occupation with salaries starting at over \$60,000. FHS does not have the available funds to develop this course sequence for students nor are we preparing our students to help fill this need in the aerospace and defense cluster. In addition, our students' opportunities to earn an industry-based certificate are limited. We had no students earn a certificate in 2017. Moreover, in the spring of 2017, our town was completely destroyed due to a tornado, so although our economy isn't suffering because of Hurricane Harvey, we are suffering due to the tornado, which left many families homeless.

What local needs this grant will address—After reviewing our needs assessment and grant goals with our teams—DIT, CIT, and ICIA Implementation team, funding the campus will not only provide better instructional programs for the partaking students, but also establish linkages/partnerships with industries and businesses to further prepare students to enter the workforce with the help of grant funding. This will increase the number of self sustaining individuals and lead to a decrease in the overwhelmingly large percentage (61.7%) of at-risk students; and utilized to purchase the necessary equipment for implementation of the new mechanical engineering pathway under the aerospace and defense cluster; thus, increasing the number of CTE courses provided, as well as, the number of career and college ready students. This in turn, will lead to an increase in the labor market, increase in median earnings and those in labor force, both of which are well below state average. **Expected Results**—Through grant funding, the district will provide students with work-based learning opportunities and additional CTE Programs of Study (POS); thus, easing students' transition into the workforce environment and increasing the amount of post-secondary education they receive.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student interest survey revealed pursuing a career in mechanical engineering, a pathway under aerospace and defense , as one of their top choices.	This grant would provide the funds necessary to begin offering a Career and Technology Education (CTE) pathway with dual credit hours and certifications (Comp TIA and Certiport) and upon graduation, attend our partnering college, TVCC, to earn a (Solid Works Drafting) certificate and Associate's degree; students can then seamlessly transfer to University of Texas at Tyler to pursue a Bachelor's or even Master's degree.
2.	The district needs to increase the number of individuals who can sustain themselves after they graduate high school. The current median income for individuals within the target area is only \$26,964, which is 50% less than the State's average.	To address this need, the district will target the mechanical engineering program of study. This will enable students participating in the program to occupy jobs into their chosen POS career field as soon as they complete high school or to pursue college. The average salary of these occupations is \$62,000-\$103,000, which is \$40,000 more than the median income for the area. To pursue this program, the district will purchase state-of-the-art equipment and materials; thus, giving students the best opportunity to receive high-quality CTE instruction.
3.	Only 47.6% of students enrolled in a Texas IHE after completing high school; which is 10% less than the state average; and only 20% of the students graduated college ready which is 36% lower than the state average of 56.4%. Therefore, Fruitvale ISD understands to address their current low performing percentages the district will need to strengthen/expand linkages with our local IHE and businesses .	Fruitvale ISD will strengthen and expand linkages with our IHE to increase the number of post-secondary certifications and opportunities available. Hence, through student interest, increased certifications, expanded partnerships, this will lead the district in meeting its ultimate goal to prepare students to be career and college ready. This ensures they address both current and future workforce needs.
4.	0% of graduating seniors graduated with an industry-based certificate. The district realizes the need for preparing our students for the workforce .	Through grant funding, and with student interest in the field of aerospace and defense, more students will have interest in a CTE pathway; thus leading to interest in student certification and an increase in students taking certification tests.
5.	Fruitvale has 31.3% of its community below the poverty level , which is double the state poverty level percentage. Therefore, Fruitvale ISD understands to address this issue and break the cycle of poverty, connections between school and the real world need to be made to keep kids from dropping out. (Payne, 2013)	Through grant funding, and with student interest in the field of aerospace and defense, more students will have interest in school and see the connection between school, IHE, and our partnering businesses. This in turn, will lead to higher social/emotional connections, support systems, and financial resources to help break out of poverty and enter the workforce with a salary of around \$62,000.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student surveys	1.	Positive feedback received between IHE/student interaction
		2.	Positive feedback received on teachers' instruction
		3.	Positive feedback received on industry partners' interaction with students
2.	Evaluation of students' learning	1.	Increase in the number of workforce-ready students
		2.	Report cards class work, and benchmarks demonstrate progress
		3.	
3.	Number and percent of students enrolled in aerospace and defense cluster	1.	Increased enrollment each year of program
		2.	Closing of gap between # of students who enter vs. complete program
		3.	Increase in number of industry certificates earned
4.	Classroom/industry observations	1.	Increase in number of industry experiences provided to the students
		2.	Increase in number of students working with business partners
		3.	Industry/teachers utilize both a work-based and instruction-based approach to assist students in the transition from high school to the workforce
5.	Increase in social-emotional skills necessary for high school and college readiness	1.	Increase in social-emotional assessments
		2.	Increase in locally-designed employability skills rubric
		3.	Increase in number of graduates college and career ready

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation—The district will collect data that includes both program-level data as well as, student level academic data. This data will include required performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: quarterly and cumulative number of activities that provide students a workforce-based ready culture; number of industry experience hours provided to students; number of students engaged in high-demand occupational activities; number of college credit hours earned by student.

Evaluation design—Teachers, as well as students will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and how effective the industry partners' trainings are. In addition, the industry partners will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis to determine whether the trainings are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded class work, and TAPR reports to determine an increase in student academics.

Formative evaluation—Data collected will allow the district and industry/business partners the ability to determine whether the high-demand occupational development trainings are positively impacting the students and teachers. As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan. Moreover, all required performance measures as required by the TEA will be conducted and used as ways to evaluate formatively.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD will use **recruitment strategies** provided by CTE Career Tech as well as the TSTEM blueprint. Our benchmarks will include:

^Developing structures and processes for marketing and recruitment to encourage participation from underserved students and families (transportation or plans for transportation to the school, child care for family events, and translation of all recruitment and marketing materials).

^Developing a systemic recruitment plan that includes students, parents, counselors, teachers, district, and community.

^An open admission policy to include an open access, lottery-based selection process that encourages applications from all students. The application will not be based on state assessment scores, discipline history, teacher recommendation, minimum GPA, or other requirements that would be used to limit selection.

Below are the steps we will employ to recruit:

Recruitment and enrollment:

1. *Present the research findings to target audiences on CTE career fields; i.e. this cluster delivers real world options for students for college and rewarding careers, this cluster delivers real word experiences and skills for students; and this cluster delivers a real high school experience with with more value for students. Our target audiences will include school stakeholders, community, students and parents.*
2. *Keep our message and materials simple and consistent. Being a small school, we have developed close communication with the inner circle of supporters as suggested by Career Tech, including the Superintendent, school board, administrators, counselor and CTE teachers. We have a clear, consistent message and are ready to carry our mission to parents and students. Our materials will include fact sheets, Powerpoints, a page on our school website, and a FAQ document.*
3. *Develop an engagement plan. FISD, recognizing the "11-Touch" rule from Career Tech, plans to deliver and communicate the message at least 11 times so students and parents can truly absorb our new aerospace and defense cluster. Our engagement plan will include, but not be limited to, the following delivery methods: one on one methods with parents, students, and other businesses, industries, time to speak at after-school clubs and meetings, time to speak at student grade-level meetings, utilizing social media platforms such as our school webpage, Facebook and Twitter along with students' school emails, speaking to our 8th graders about the new cluster, and using our media relations to deliver the message about our aerospace and defense cluster.*
4. *Train our industry and business partners, along with students, to talk up the benefits of the new cluster.*
5. *Provide students and parents a course catalog to include our new aerospace and defense cluster.*
6. *Schedule one-on-one meetings with students as they develop their class schedule, encouraging enrollment.*
7. *Have elementary and junior high STEM days each month to promote interest in aerospace and defense.*
8. *Create an elementary makerspaces program to promote interest in aerospace and defense.*

Artifacts will be collected to support statutory requirement 1, which will include:

^Recruitment schedule and locations (schools, churches, community centers, etc.)

^Brochures and marketing items in English, Spanish

^Survey data (community input, enrollment trends, etc.)

^Documented support efforts (transportation, child care, etc.)

^Needs assessment

^Number and percentage of students matriculating from middle school to high school, enrolling in the aerospace and defense cluster.

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Schedule #18—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FISD has **partnered successfully** for nine years with Trinity Valley Community College (TVCC) in offering schedules that allow flexibility in combining high school courses and postsecondary courses. We have partnered with TVCC to offer dual credit enrollment at no cost to parents and students for English, Government, Economics, College Algebra, Psychology, and welding. FISD and TVCC will provide students and parents a **crosswalk**, which will show how students are able to combine high school courses and postsecondary courses.

FISD will address the following:

^academic support—the district will provide a personalized learning environment by creating a seamless curriculum between the high school, Institution of Higher Education (IHE), and the industries that the district plans to establish linkages with through our **Memorandum of Understanding (MOU)**. The counselor at the school will meet with the students throughout the year to discuss the courses the student has currently taken, as well as, identify the coursework that needs to be completed to ensure they stay on their selected career pathway. The district will also have measures in place to ensure students feel comfortable and are successful in their classroom and coursework. For example, the principal and counselor will personally meet with the student to identify the reason for the student's low performance if a student is not performing at the required level in two or more college courses. This will occur after each progress reporting period and after each 9 weeks report card distribution.

^social support—the social and emotional support of the students will be crucial to maintain to improve attendance and ensure academic support. The campus will ensure it provides continuous social and emotional support through frequent contact with their adult mentor, as well as the school counselor. Support will range from individual graduation plans, assisting in personal or family matters, and providing social and emotional advising.

^College Readiness—the campus will provide students with a variety of college readiness services to further prepare them for college, including Texas Success Initiative Assessment (TSI), academic planning for college, assistance with financial aid application, SAT/ACT and TSI preparation, and transitional services from high school to college enrollment.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's goal is to provide students with the opportunity to receive a high-demand industry certificate/license as well as dual credit hours and work-based education experiences while still in high school. To do so, the district will provide a crosswalk that identifies the high school coursework, postsecondary coursework, and work-based education experiences the student will need to complete the aerospace and industry cluster and various certification opportunities this cluster will provide. Also, our Memorandum of Understanding with our partnering Institute of Higher Education, TVCC, and partnering industries makes this possible. Currently FISD offers the FSP along with all endorsements the state allows. Fruitvale also allows students to graduate with an honors distinction.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flexibility in classes—Due to the *small size* of Fruitvale and close partnership with TVCC, we are able to offer class flexibility. The *online learning environment* from TVCC provides additional flexibility. A third layer of flexibility is provided through our partnership with *Texas Virtual School Network* in which students can enroll in college and high school courses online through the University of Texas Permian Basin. A fourth layer of flexibility will be added with another *online platform* the district will utilize, made possible through grant funding. This platform will offer additional online opportunities for high school and college courses needed for the aerospace and defense cluster.

Academic Support—the district will provide a *personalized learning environment* by creating a seamless curriculum between the **high school, Institution of Higher Education (IHE), and the industries** that the district plans to establish linkages with. *The counselor* at the school will meet with the students throughout the year to create an individualized graduation plan. They discuss the courses the student has currently taken, as well as, identify the coursework that needs to be completed to ensure they stay on their selected career pathway. The career pathway is created each year when students do an online course selection inventory which also helps create the master schedule. The district will also have measures in place to ensure students feel comfortable and are successful in their classroom and coursework. For example, the principal and counselor will personally meet with the student to identify the reason for the student's low performance if a student is not performing at the required level in two or more college courses. This will occur after each progress reporting period and after each 9 weeks report card distribution. In addition, Fruitvale has a high success rate of college course completion due not only to the above mentioned support system, but also in part because of the *teacher aide* that is assigned to our dual credit students. This aide reviews course syllabi, assignments, due dates, reminders, along with facilitation as needed between professor and student to ensure student success.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a vet tech program in place that was started through a grant awarded by TEA. The project design for the aerospace and defense cluster will use the vet tech model as a blueprint due to its effectiveness and **zero cost** to students. Our local school board and superintendent are in full support of expanding our students' opportunities to college and industry certifications; thus, the culture for college and career readiness exists. FISD has begun offering a Financial Aid night for parents, and a FAFSA/scholarship night to provide parents and students with assistance and information. In addition, the district already budgets to pay students' textbooks fees for dual credit classes. In addition, the district has offered dual credit course tuition, books and fees at no cost to students and families for nine years either through grant funding or local funding. FISD will continually have an enrollment of low-income, at-risk students due to the lack of economy in Fruitvale; thus, this cluster is essential now and will continue to be an essential part of the school and county. Providing this cluster at **no cost** is **VITAL** to our school and community and we are committed. Through grant funding, the district will be able to purchase all of the necessary start up costs associated with a new cluster and provide sustainability with no cost to students as modeled through our vet tech program.

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Schedule #16—Responses to Statutory Requirements²(cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD will continue to partner with **Trinity Valley Community College** as our Institution of Higher Education. Communication is the key to maintain this partnership. The district already has a good working relationship with TVCC in providing seamless transitions and supports to students from high school to college. Through a detailed Memorandum of Understanding (MOU), all aspects of the mechanical engineering pathway under the aerospace and defense cluster are covered. The district and college have agreed upon the following:

1. Curriculum alignment
2. Instructional materials
3. Instructional calendar
4. Programs/courses of study
5. Student enrollment and attendance
6. Grading periods and policies
7. Administration of statewide assessments

We have attached the MOU for review to this grant. TVCC has also partnered with **The University of Texas at Tyler** (UT Tyler) in transitioning from an Associate's in Applied Science to the Bachelor's in Applied Science mechanical engineering program to further a student's transition into higher education if they desire to pursue a Bachelor's or even Master's Degree. Due to the communication between the district and IHE before the grant begins, our partnership has only become more solid.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner with **FIRST** in Texas, a program that focuses heavily on preparing the next generation of engineers through robotics design. Through their partnership, they are able to provide hands-on experiences in technical and non-technical engineering methods and connect us to other major business partners. The district will also partner with **PITSCO**, a company dedicated to providing students career-ready experiences and engagement via minds and hands through STEM opportunities and experiences. Both of these companies are **premier businesses** that provide support in robots, drones, and purchases for STEM projects. These companies have agreed to provide our students:

1. Work based experiences
2. Hands-on training
3. Connections to engineers in the fields of aerospace and engineering
4. First Priority in interviews for which the student is qualified that is available upon students' graduation.

These partnerships will be maintained through business surveys to get feedback on students; student surveys to get feedback on the businesses; reviewing the MOU every 2 years or sooner if needed changes are to be made. Also, through direct contacts with each of these large businesses, much of the "red tape" formalities have been cut in order for close partnerships to be developed and maintained. Attached to the grant are letters of support between the businesses and school. Moreover, the school has connected to a retired pilot in our community that has agreed to help and support our new cluster.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has reached out to our local Workforce Development Board and they fully support Fruitvale Innovative Industry Cluster, aerospace and defense. The district used the Texas Workforce Commission website to locate regional workforce needs. (www.twc.state.tx.us). On the 2017-2018 Targeted Occupations list is "Mechanical Engineer", SOC code 172141, with a median wage of \$48.99 per hour. The district also located the East Texas WDA on the Workforce site. Under this list, we found Engineering Technicians, occupation code 17-3029, with an 11% growth rate for 2014-2024 and average annual wage of \$55,356. Discussions between the district and the Workforce Development Board, along with a student interest survey, led to the district pursuing the aerospace and defense cluster in order to prepare mechanical engineers either for industry certifications, an Associate's in Applied Science (AAS) in Mechanical Engineering Technology, or even preparation to earn a Bachelor's in Applied Science (BAS) in mechanical engineering. Attached to the grant is a letter of support. This program is VITAL to the community in addressing our needs as determined in the needs assessment:

COMMUNITY NEEDS ASSESSMENT (2016 American Fact Finder)

Need	Community	State
Unemployment Rate	7.5%	6.4%
Median earnings for workers	\$26,964	\$54,727
In Labor Force	46.6%	64.2%
Below Poverty Rate	31.3%	16.7%

Through funding provided by TEA, the community will see a drop in unemployment, rise in median earnings, rise in the labor force, and a reduction of those living below poverty.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Again we will follow the model of the vet tech program, which received initial funding from the TEA. Students enrolled in this program receive the benefits of the Foundation School Program and their schedule will be such they receive the credits required by the Texas Education Agency under the Foundations High School Plan, including,

- ^Four credits of English
- ^Three credits of Mathematics
- ^Three credits of Science
- ^Three credits of Social Studies
- ^One credit of Physical Education
- ^One credit of Fine Arts
- ^Proficiency demonstrated in speech skills
- ^five credits of electives

for a total of 22 credits. This will be shown on the crosswalk provided as well as student transcripts.

In addition, they will also be guaranteed to receive **AT LEAST 30 hours of instruction with their vocational educational teachers**. This will be shown not only in the students' crosswalk but also in their class schedule.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ICIA Implementation Plan—this plan will be completed by a team consisting of the curriculum director, principal, and counselor along with our business manager. Fruitvale is a designated TSTEM academy so we are familiar with the TSTEM blueprint and implementation plan and bring numerous years of experience in grant management. Our curriculum director is responsible for meeting required due dates and has over 10 years experience in meeting deadlines set forth by the TEA. Our business manager has her Certification in Finance with TASB, over 20 years experience in education and previous experience in managing numerous TEA grants and meeting requirements/deadlines set by TEA. Our counselor and principal both have four years experience in contributing to grants and helping ensure all deadlines and implementation plans are carried through. Moreover, the small size of our district allows for informal meetings to discuss the implementation plan.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ICIA Leadership Design Team will be extensive in nature. Fruitvale ISD has a history of involving campus and district personnel as well as the community and students in decision making. The Leadership Design Team will have members both at the campus level as well as district level. The design team will also utilize the community and local businesses. It will consist of the superintendent, curriculum director, principal, counselor, CTE teachers, business representatives, community representatives, and our IHE. Our Design Team will also make monthly reports at our District Improvement Team meetings as well as Campus Improvement Team meetings to gather feedback and make adjustments as necessary.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academic Support—the district will provide a *personalized learning environment* by creating a seamless curriculum between the high school, Institution of Higher Education (IHE), and the industries that the district plans to establish linkages with through our Memorandum of Understanding (MOU). *The counselor* at the school will meet with the students throughout the year to discuss the courses the student has currently taken, as well as, identify the coursework that needs to be completed to ensure they stay on their selected career pathway. The district will also have measures in place to ensure students feel comfortable and are successful in their classroom and coursework. For example, the principal and counselor will personally meet with the student to identify the reason for the student's low performance if a student is not performing at the required level in two or more college courses. This will occur after each progress reporting period and after each 9 weeks report card distribution. In addition, Fruitvale has a high success rate of college course completion due not only to the above mentioned support system, but also in part because of the *teacher aide* that is assigned to our dual credit students. This aide reviews course syllabi, assignments, due dates, reminders, along with facilitation as needed between professor and student to ensure student success. Lastly, academic rigor will be made possible through having high expectations that mimic college expectations, TSI preparation and ACT/SAT preparation classes. **Emotional Support**—We know from research (Brooks & DuBois, 1995; Dhyrnicki Sambolt, & Kidron, 2013; Leafgran, 1989; Szulecka, Springett, & DePauw, 1987; VanHeyningen, 1997), the social and emotional support of the students will be crucial to maintain to ensure academic support. The campus will ensure it provides continuous social and emotional support several ways. First, students will have frequent contact with their adult mentor, as well as the school counselor. Support will range from individual graduation plans, assisting in personal or family matters, and providing social and emotional advising. In addition, students will be assessed at the beginning of the year and end of year to measure academic and emotional resiliency. Once needs are assessed and identified, a Response To Intervention will be put in place for that individual student(s). Moreover, students will receive lessons addressing resiliency each week in their advisory class, resulting in increased academic, college, and career success.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon award of the ICIA grant, the district will make contact with the **College Board Liaison** for THECB in order to begin the steps necessary to become a TSI assessment site by 2019–2020. The curriculum director, technology director and counselor will work closely with the College Board liaison to ensure all steps are completed before the start of the 2019–2020 school year. Allowing the district one full year of preparation is adequate time to perform all needed steps to become a 2019–2020 TSI assessment site. Currently, the district has structures in place for TSI testing. Our partner, Trinity Valley Community College (TVCC), hosts TSI testing two times a year at Fruitvale High School to make TSI more accessible for our students.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 234909

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18 – Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18 – Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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